

Bringing Up the Normal Child

The Sixth
of a Series of Monographs
on the Improvement of
the Human Plant

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FOREWORD

Heredity is more of a factor in human life than in plant life—more of a menace—more of a hope.

And nothing in the world of living things responds so quickly to new environments as the human mind—child and adult.

The great value of Luther Burbank's work lies in blazing the path of the application of the forces of heredity and environment to the improvement of the human plant—to the production of better races, better nations, better communities, better families, better individuals.

Having completed the classification of Mr. Burbank's Records as applied to plant life, The Luther Burbank Society now proceeds to the larger task of interpreting the forces of heredity and environment toward the betterment of the human plant through a series of monographs, the titles of which are given on the last page, the sixth of the series appearing herewith.



BRINGING UP THE NORMAL CHILD

WHAT constitutes normality? That is a question that we must clearly settle at the outset.

It is a question far easier to ask than to answer. Indeed, were we to attempt to answer it in detail, we should have space left for nothing else. But for the present purpose it will suffice to say that "normality" represents a condition of average adaptation to the existing or normal environment. Mr. Burbank's specially developed varieties of flowers and fruits may be considered normal if they are adapted to flourish under the conditions of specially prepared soil, artificial cultivation, and general horticultural care that obtain in his gardens. The perfected variety may be quite unable to fight its way in a wild environment; and yet it may be perfectly normal in the view of the plant developer.

So it is with the human plant. The environment of civilization is in a sense abnormal. The average individual is not expected to be able to go out into the open, live in a tent, secure food

with the bow and arrow, and thrive practically without shelter from the elements. The conditions of civilization are hot-house conditions. The division of labor, through which modern social conditions have been built up, leaves most of us fitted for only a single task, or at most a few tasks, and correspondingly dependent upon our neighbors. We no longer have digestive systems suitable for handling uncooked foods; and our mental and moral makeups have diverged correspondingly from the status of the barbarian.

All this must be borne in mind when we speak of "normality", in the present connection. A strictly normal savage child would be something quite different, in physique and temperament, from a strictly normal child of civilization. And, naturally, it is the latter that we have in mind in the present connection. We have to inquire what is the proper training of the average child to adapt it for a healthy and happy existence under conditions of the average life of civilized humanity.

In other words, the child at present under consideration is the one that has been born with an average endowment of physical and mental health, and with nascent moral traits calculated to make it a good citizen in the ordinary acceptance of the words.

Let us briefly but explicitly inquire, then, as to certain fundamental principles of physical and mental and moral training through which this average or normal child may be given the best opportunity to develop its hereditary possibilities to their fullest extent.

Home Training

We are chiefly concerned, of course, with the training that the normal child is to receive in its natural environment, the home.

We shall not altogether ignore school training, to be sure, but we would emphasize at the outset that the home influence is of paramount importance. The efforts of the professional educators must be supplemented by intelligent home supervision, or they will be largely neutralized. The most perfect system of school training brings its direct influence to bear on the child for only a few hours each day, whereas the home influence is perennial.

Moreover the school influence does not begin until the most important period for the building of the individual constitution and character has passed.

The child that has had the advantage of the right kind of physical and mental training from birth until it attains school age has gained a start that will make it in a considerable measure im-

mune to even distinctly unfavorable conditions of the schoolroom. This is not to say, of course, that bad hygienic conditions in the school are to be tolerated; it is only intended to emphasize the all-importance of good hygiene in the home.

Comparatively few parents, even among the educated classes, realize the extent to which the physical and mental life of the adult is predetermined by the conditions of infancy and childhood. Of course there are all-important factors in heredity lying still farther back; but at the moment we are not concerned with these. It is highly desirable — adapting Dr. Holmes' celebrated phrase — that the child should have selected the right kind of grandparents. But from the present standpoint we must consider the selection, good or bad, as being already made.

Our problem concerns the child already born, not the future generations.

And it is essential that you should clearly understand that the future of your child will largely be determined for good or ill, by the treatment to which it is subjected during the first three or four years of its life. Right treatment during this period may give it a start that can with difficulty be checked even by adverse conditions afterwards; wrong treatment gives it a handicap that can never be altogether overcome even under the most favor-

able influences of later life. The old familiar saying about the bent twig epitomizes a fundamental truth.

The Value of Mother's Milk

At the very threshold of life, a large proportion of infants are handicapped by improper feeding. Specialists are agreed that there is only one really correct diet for the infant — and that is mother's milk.

In a recent address given under the auspices of the Council of Health and Public Instruction of the American Medical Association of the Woman's Municipal League of Boston, Dr. Thomas F. Harrington emphasized the fact that the subject of infant feeding must be treated not as an ethical question alone but as an important problem of preventive medicine.

"It is an undisputed fact," said Dr. Harrington, "that certain vital tendencies which make for the preservation of the infant, such as immunity against certain infectious diseases are transmitted through the mother's milk to her child. Neither a wet-nurse's breast-milk nor a cow's milk can do this for the child."

"From 80 to 90 per cent of all deaths from gastro-intestinal diseases among infants takes place in the artificially fed; or ten bottle-fed babies die to one which is breast-fed. In institutions it

has been found that the death rate is frequently from 90 to 100 per cent when babies are separated from their mothers. During the seige of Paris (1870-71) the women were compelled to nurse their own babies on account of the absence of cow's milk. Infant mortality under one year fell from 33 to 7 per cent. During the cotton famine of 1860 women were not at work at the mills. They nursed their babies and one half of the infant mortality disappeared."

These are facts that every mother should take to heart. It seems impossible to escape the conclusion that the healthy mother who willfully refuses to nurse her child directly threatens not merely the health but the life of her offspring.

Of course it is not possible for every mother to nurse her child. Under existing social conditions, it is a necessity to provide an artificial substitute for mother's milk. Of course the recognized substitute is the cow's milk, variously modified to make it conform more closely to the chemical composition of mother's milk.

I need not give details here as to the preparation of this fluid; but I would urge that the cow's milk used should be Pasteurized, no matter what its source. Milk even from the best-conducted dairies contains a large number of bacteria; and the only safe procedure is to make sure that these

are largely destroyed by heating, which constitutes the essential process of Pasteurization.

At the infants' hospital in New York, nearly all the foundlings died, although they were fed with milk from a herd of cattle kept at the institution itself, until the custom of Pasteurizing the milk was introduced; after which the saving of life was relatively enormous.

Very recently a question has been raised as to whether heating the milk may not destroy the so-called vitamins that are known to have a very curious effect in stimulating growth and vitality. The question is still an open one. If settled in the affirmative, it will be necessary to use artificially prepared vitamins in making up the infant's diet. But in the meantime the use of Pasteurized milk has proved so beneficial that it may be said to constitute the only wholesome foundation for the diet of the bottle-fed infant.

Food For the Growing Child

After the child has passed the gauntlet of infancy, the question of its proper feeding remains a highly important one. Dr. Lewellyn F. Barker, of Johns Hopkins University, says that "faulty feeding in infancy and early childhood may lead to such impoverishment of the tissues and such a stunting of growth that the ill effects can never be recovered from in later life. A considerable pro-

portion of the intellectual and moral inferiorities among our people is fairly attributable to imperfect nutrition at this early age."

Dr. Barker declares that many parents make a very vital mistake in allowing the caprice of the child to influence its diet.

"We know the foods that are suitable for children," he says, "and, knowing these, the children should be provided with them in suitable amounts and should be required to eat of them, largely independent of choice. The child that learns to eat and digest all wholesome foods and who is not permitted to cultivate little food antipathies makes a good start and avoids one of the worst pitfalls of life with which medical men are very familiar, namely a finical anxiety concerning the effects of various foods, all too likely to develop into a hypochondriacal state."

It goes without saying that this admonition as to a varied diet implies the taking of all the different types of food that occur in the ordinary normal dietary. Such fads, for example, as that of the vegetarian should never be permitted to interfere with the healthy development of the child. Protein foods are, indeed, particularly necessary for children, inasmuch as they supply the only foundation for the growth of the muscular system. And the protein foods of animal origin, in proper quantity,

are quite as wholesome as the vegetable ones, and often more easy of digestion.

Not infrequently an anxious mother raises the question as to whether she may not be "brutalizing" the moral nature of her child by allowing it to eat meat. Perhaps the best answer is to point to the case of the Eskimos who, living on an almost exclusively meat diet, are the most peaceable of all known races; contrasted with certain of the South Sea Islanders that, living almost exclusively on vegetable products, are the most ferocious and blood-thirsty of savages.

In point of fact, the digestive apparatus is equipped with ferments that break up the food into their constituents, and these are quite the same for vegetable and animal proteins. By the time the foodstuffs have gone through the digestive laboratory, and found their way into the system, they are so unified that the chemist can distinguish no difference between those of vegetable and those of animal origin.

Let the dietary of your child, then, include a reasonable amount of meat, the great muscle-builder, along with a reasonable supply of fats (of which the best is butter), and liberal quantities of starchy foods, fresh vegetables, fruits, and nuts.

Remember that the body of the child is a machine that runs at high pressure, exhausting a

relatively large amount of fuel; and that the supply must be sufficient not merely to make up for the loss, but to afford material for growth.

While thus urging the value of a varied dietary of wholesome foods, however, it is well also to emphasize certain restrictions. In particular it should be known to every parent that tea, coffee, and alcohol in any form are deleterious to the growing child and should be absolutely interdicted. This may be stated without reserve. It is a point regarding which all authorities are in perfect agreement.

If you allow your child to develop a taste for any of these beverages, you do it a positive injury.

New Interest In Children

Only in the most recent time has anything like a clear and full comprehension been attained, by educators in general, as to the share which home influence and education outside the school-room must always play in the development of mind and character, and as to the paramount importance of the child in determining the future welfare of the state.

President G. Stanley Hall, of Clark University, emphasizes this in a recent address before the American Sociological Society, in which he refers to "the remarkable new interest in childhood, which in many respects in this country has grown

colder, more formal and oblivious than in any land or period in the world, but which has lately resulted in the formation of some hundred and eleven (as we classify them) organizations for child welfare and benefit, and in a renaissance of interest in work for children so great that some enthusiasts have even wanted to call this the century of the child.

“What does this recent awakening to the nature and needs of children, that is now pervading all civilized countries and has resulted in the institution of many academic chairs, laboratories, clinics, journals, and a vast and rapidly growing body of literature, really mean? It certainly marks an extension of our social consciousness, an enlargement of our interests, and a new awakening to our duties to the young.”

It goes without saying that a few leaders of thought — prominent among them President Hall himself — have long recognized the importance of the subject which is now being brought to the attention of the general public. Every experienced alienist has seen cases of profound perversion of mind, which could be traced directly to incidents of childhood.

And no wise student of the subject has doubted that every experience of childhood puts its mark indelibly upon the brain and mind of

the individual.

Perhaps it seems incomprehensible to you that a fright experienced by your child at the age of two or three years can be instrumental in determining the complexion of mind of that child after it has come to adult age — can for example give it a life-long inherent timidity that will dominate it under given conditions. Such, however, is the fact; and a clear recognition by every parent of this elementary truth would mark a new era in the treatment of the child, and in the social progress of humanity in general.

Says the Italian physiologist Mosso: "Every ugly thing told to the child, every shock, every fright given him, will remain like a minute splinter in the flesh, to torture him all his life long." Dr. Barker, in quoting this statement with approval, points out that "in Greece and Rome the children were frightened with the lamias or female demons who would charm them and suck their blood; with the one-eyed Cyclops or with a black god, Mercury, who would come to carry them away." And he adds: "This very pernicious error in education still prevails. The mother, the nurse, the maid, and the servants still frighten the child with tales of the bogeyman, of goblins, of ogres, of wizards, and of witches.

"Such treatment not only makes life a burden

to the child but sometimes fears are thus started which last through life."

Dr. Barker urges that instead of thus stimulating fears, the wise parent will endeavor to teach the child to be courageous and not to have fear of being alone, or of the dark, or of thunder and lightning. Certain fears, common to childhood, he says, are easily overcome, especially through the example of courage set by parent, nurse or teacher. There are cases, however, in which the fears are a symptom of disease.

Thus a young girl brought to Dr. Barker because of an unaccountable, persistent, and distressing fear of "burglars in the house," was found to be suffering from exophthalmic goitre. "On removal of a portion of the thyroid gland by Dr. Halsted the child rapidly improved and on last report was only occasionally troubled by the fear; it seems probable that she will soon be entirely free from it. Children who suffer from 'night terrors' often have adenoid growths in the nasopharynx; on removal of the growth by a slight operation the 'night terrors' disappear."

Bear these cases in mind if your child is unduly timid. Do what you can to allay its fears by precept and example. And if the fears persist, consult a physician.

Actual Age and Mental Age

It has been said pertinently by a German nerve specialist, Dr. H. M. Oppenheim, that a child's childishness is its greatest asset. It is always a misfortune for children to be unduly associated with other children much older than themselves or with adults. Children who are made to visit museums, picture galleries, and the like, or listen to conversations or lectures unsuited to their years, not only do not benefit thereby, but suffer positive injury.

These things should come in their time and place and cannot advantageously be forced on the attention of the undeveloped mind.

You should never forget that the interests of your child are naturally and properly different from your interests. It is in the main normal that your children should enjoy the childish sports and diversions which you once enjoyed. So do not attempt to direct the activities of the child into channels that should be normal only at a later period of mental development. The best safeguard against this mistake is to see that the child associates largely with other children of its own age.

To this end and for many reasons it is desirable that the child should attend the public schools, there being brought into contact with varied per-

sonalities, and subject to the influences that will most advantageously shape its own character.

But in attempting to follow out this idea, educators have in recent years come to understand more and more clearly that there is danger of laying too much stress on the age of the child as determined by count of birthdays.

Even among perfectly normal children, some individuals develop much more rapidly than others. There is no close relation between precocity and final development of mind and body. But a failure to recognize these facts may lead to the placing in the same grade of children who are really at quite different stages of mental development, and to the imposing of tasks that for part of the pupils in the grade are very easy, while for others they are unwarrantably difficult.

In recent years it has been possible to determine the mental age of any given child quickly and with a good degree of accuracy by application of what are called the Binet-Simon tests. To supply a foundation for such a determination, the French psychologists Binet and Simon made elaborate analyses of the mentality of large numbers of children.

These experiments have furnished a basis for comparison which is accepted as having a wide range of applicability.

According to the scale, it is determined that the average or normal mind at a given age can make certain observations and deduce certain conclusions which may be regarded as typical of a particular period of life.

Thus at a certain age a child becomes for the first time able to trace the outline of a simple figure with a pencil; at a certain age it has learned to recognize the primary colors by name; at a certain age it can repeat a given number of words or figures consecutively on hearing them once, and so on.

By a series of such practical tests, becoming more elaborate of course with the advancing age of the child, a system is provided through which it becomes possible to gauge the mental age of any individual child irrespective of the child's actual age in years. And when such tests are applied it soon becomes evident that the school classes, as ordinarily graded, contain a great many misfits.

There are physically well-developed boys and girls of sixteen whose mental ages are only ten or eleven; just as contrariwise, there are children of ten and eleven whose minds have advanced to the sixteen-year-grade of perceiving and thinking capacity. Of course every teacher has been vaguely aware of such discrepancies, but hitherto there has been no definite way of testing them with accu-

racy; inasmuch as a misfit pupil might by excessive diligence keep his grade and struggle through his examinations without realization on the part of the pupil himself or of teacher or parents that the effort required to produce this result was an abnormal one.

The advantages both for the normal and abnormal child, in having tests applied that would produce a more scientific grading are patent to every educator. Hence the eagerness with which the new tests have been taken up. As usual in such cases enthusiasm has sometimes outrun strict knowledge, and the specialists are now coming to point out certain limitations of the Binet-Simon tests, and in particular to urge that these tests cannot advantageously be applied by amateur psychologists; but the value of the tests as properly applied by skilled investigators is freely admitted.

At the Buffalo Congress on School Hygiene, an elaborate conference was devoted to this aspect of education.

Dr. H. H. Goddard has made elaborate application of the Binet-Simon tests to the children under his care at the Vineland Training School for Defectives. He also tested recently a large number of school children of New York City, and his studies here revealed an astonishing number of

defectives whose inherent mental disabilities had not previously been fully recognized.

Dr. Goddard thinks that the Binet-Simon tests deserve a place beside Darwin's exposition of evolution and Mendel's laws of heredity.

The time is probably not distant when every wise parent will apply similar tests to his own children, and will be governed in considerable measure in directing the education and in the selection of vocations for his offspring by what the tests reveal. If your child fails to get on well at school, or manifests any peculiar traits that cause you solicitude, it will be well for you to have the Binet-Simon tests applied by a competent examiner.

But we shall have occasion to deal more extensively with the aspect of the subject in the succeeding monograph.

Nature Versus Nurture

It is eminently desirable that you should study the hereditary tendencies of your children, and note at the earliest possible moment what particular strains of ancestral traits seem to be dominant in each one, for, according to the newest teachings of heredity, members of the same fraternity may differ very radically in this regard.

It will be obvious that children inheriting different physical and mental traits may require

quite different treatment.

In particular if the study of your family history shows the tendency to any given disease — say tuberculosis — it will be the part of elemental wisdom to bear this fact in mind in caring for your children. But after full allowance has been made for all hereditary tendencies, it remains true that a tremendous, and in many cases even a dominating, influence may be exerted by environment. Take, as an extreme illustration, the case of a child who is born with the utmost degree of susceptibility to tuberculosis. It is a truism to say that notwithstanding such susceptibility the child would never become tubercular were it possible to shut it away absolutely from the invasion of the tubercle bacillus.

And the same thing holds true, with equal obviousness, regarding each and every germ disease; that is to say, regarding practically all the maladies that chiefly menace the health and life of the infant and growing child.

Such an illustration vividly presents the case of environment as against heredity.

A similar application might be made, although it could not be so tangibly illustrated, with regard to the mental and moral traits of the child. Here also the influence of the surroundings may be sufficient to determine in very large measure

whether a given child shall grow up a normal member of society or whether it shall become a perverted criminal or an insane dependent.

But in practical life it is not possible to shelter the susceptible child absolutely from the menace of unwholesome surroundings. So it is necessary to fortify the individual constitution by hardening it and rendering it more or less immune to the effects of adverse conditions. We are learning more and more as the study of germ disease becomes more profound, that safety against these diseases depends very largely upon the development in the organism of antidotes to the bacterial poisons. In specific cases, such as smallpox and typhoid fever, we may aid nature by using preventive vaccines. But there are numerous bacterial diseases against which as yet no system of preventive inoculation has been devised.

The way to fight these diseases is to bring the body to the highest possible plane of general health.

It is noted in every epidemic of virulent disease that there are individuals who are not susceptible. Generally speaking these are the persons who have the largest measure of what, for want of a more precise term, is commonly spoken of as vitality. As a general observation, the weakly and ill-nourished children in the commun-

ity succumb to contagious diseases where the strong, well-nourished escape.

It is the part of elemental wisdom, then, to study the physical traits of your children and to adopt, under medical supervision, such a regimen of diet and general hygiene as will give each child the fullest measure of robustness or constitution that its hereditary limitations permit.

It is in following out this idea on a large scale that the modern hygienist advocates life in the open air for children in general, and in particular for those who lack inherited robustness of constitution.

Playground Versus Schoolroom

We now know that the weakly child should be kept on the playground rather than in the schoolroom, even at the expense of retardation of its book education.

A sickly child that has been kept out of school altogether up to the age of seven or eight will generally be farther advanced in its studies at the age of twelve than it could possibly have been had its physical health in earlier childhood been sacrificed to the parental solicitude for its book training. For the child with susceptible lungs — and, indeed, for children in general — that wonderful modern invention, the open air school, is a positive boon.

As supplementing the out-of-door life for the

weakly child it is desirable to practice a systematic hardening of the constitution with the aid of cool baths. These should be used with judgment, of course. To subject the child to a cool bath from which it does not react healthfully would be detrimental. But by beginning early and tempering the bath to the needs of the individual, gradually using cooler water as the child becomes accustomed to it, it is possible to develop a hardness of constitution, and powers of resistance to changes of temperature, which will stand the individual in good stead.

To be susceptible to all changes of temperature, and thus rendered perennially unhappy about the weather over which we have no control, is to carry a tangible handicap in the business of everyday life.

The judicious following of a schedule of open air life and of cool baths for the growing child may very largely give it immunity against this influence.

A child thus hardened will be but little susceptible to "taking cold"; and it will have corresponding power of resistance against the germs of the more virulent maladies.

The daily experience of the child that mingles much with other children and participates in the rough-and-ready games of childhood, will result

not only in the development of physical robustness, but also in a considerable measure of what Dr. Barker very aptly describes as psychic hardening. Dr. Barker suggests that one reason why women are more prone in later life to nervousness than men may lie in the lesser opportunity that girls have for bodily and psychic hardening in the games which they play and the life which they lead as children.

He particularly cautions that care should be taken with young girls who show any tendency to nervousness to see that not too much concession is made to their likes and dislikes, since for such children nothing could be more harmful than the gratification of caprice.

“Especially when a child shows a tendency to be nauseated by certain smells and tastes and to complain of noises and of sensitiveness to bright light,” he urges, “the family physician should be consulted, and, provided no actual disease of the sense organs or brain is responsible, the processes of psychic hardening should at once be begun.” This process includes keeping the infant in a normal routine despite any emotional outbreaks; in repression of outbursts of temper; and in convincing the child that it can get things by controlling itself rather than by emotional explosions.

And as to all this, the home training may best

be supplemented by the wholesome influence of association with other children. In the wonderful commonwealth of the playground, the emotional outbursts of the individual are made to seem ridiculous, egoistic desires are subordinated to the wishes of the many, and lessons in self-control are inculcated that will be of utmost importance in after life.

The parent who adopts the coddling process of keeping his child away from the "rough" associations of the playground does that child an irretrievable injury.

Moral Training

Closely linked with the question of training the body and the emotions are the problems of moral development.

Of course the inculcation of the recognized principles of ethical conduct is a parental duty that no cultivated person overlooks. But there is a surprising lack of acumen in the practical carrying out of even the most elementary teaching as practiced by the average parent in his relations with the young child. As to this I may be permitted to repeat the admonitions I have elsewhere given regarding what seems to me the fundamental principle of action that should control the moral education of the child from earliest infancy, which most parents ignore or wilfully controvert.

The fundamental rule of action that I have in mind is this: To instill into the child's mind the inherent basis for honesty, the instinctive sense of justice, by treating it always, from earliest infancy, with scrupulous honesty and with unswerving fairness.

Now I suppose there is not one parent in a hundred who would not be disposed, on hearing this principle thus stated, to shrug his shoulders and say, "why, that is the most axiomatic of platitudes."

Yet I affirm with much confidence that by no means one parent in a hundred — even confining attention to the ranks of the educated and intelligent — acts on the principle in question with even approximate consistency. And common experience will, I think, corroborate the affirmation, if we correctly understand our terms.

How often do we hear a parent evading the question of a child, or answering it with downright falsehood on the plea that it could not understand the truth, or that it is better for it not to know the truth.

And again how often do we see the fond parent engaged in the task of filling the infant mind with fictitious ideas about bears and black men, and fairies and gnomes of sundry varieties.

At a later day the process of unlearning these

falsehoods must be a main feature of the child's education; the apparitions must be dethroned from their position as real beings. But usually these creatures of fancy refuse to be altogether banished, and linger throughout the life of the individual as shadowy superstitions, giving the mind a bias toward belief in the supernatural. Often they become rehabilitated in the mind of the adults, and accepted once more, slightly changed in form, as realities. Then we call them delusional ideas, and we call their possessor insane; but we are prone to forget that these same delusions were the mental pabulum on which the budding mind was trained.

Surely, in the light of the sequel, such training might well have been omitted.

Repress Inordinate Egoism

As further stabilizing the developing mind and giving it a just estimate of its own relations to the environment, it is desirable, particularly in the case of the nervous child, to guard against meeting its complaints with an exhibition of undue sympathy. Undue egoism is the perennial fault of the unstable mind, and this may begin to show itself at a very early period.

The desire to attract attention at all hazards is a symptom which should be regarded by the parent with out and out solicitude.

A typical illustration of this desire carried to an extreme, is shown in the record of a girl who is now the inmate of a reformatory institution. The case is recorded by Miss Winifred Hathaway, in a Bulletin of the Eugenics Record Office. "From childhood this girl would do anything to attract attention to herself. For instance when 'Jack the Snipper' was cutting the hair of girls in the streets of Boston, the patient caused a sensation by cutting off her own hair. She hid it and invented a thrilling story of her encounter with the vandal, was delighted when brought to court, and confessed only when confronted with the hair which had been found."

Not many children go quite so far as this, to be sure, but exhibitions of the same general character and import are matters of every-day experience.

The wise parent will treat such cravings after sympathy and attention as evidence of mental and moral instability. To cater to this craving is to stimulate development in the wrong direction. In the case of the girl just referred to, the failure to repress this abnormal tendency permitted the development of a character that was finally diagnosed as "deficient in any moral sense, incapable of acquiring it, and requiring permanent custodial care." The girl had so far degenerated at the age

of nineteen that the Binet-Simon test gave her mental age at 11.4 years. Yet she had been fairly good at her school studies at earlier age, reaching the eighth grade with no particular difficulty.

The traits which in the young girl were characterized as "wilfulness and quick temper," and the egoism that manifested itself in the childish trick of hair-cutting, had been permitted to develop and to reach a culmination in immorality and mental decadence.

Such a case conveys a warning which should not be blinked at by the parent of any nervous child whose craving for sympathy, undue sensitiveness, and tendency to take offense at fancied slights give evidence of its unhealthy egoism. Of course the hungry mind should not be embittered by the absence of judiciously worded and sympathetic approval on occasion, but wholesome restraint should be inculcated by the avoidance of injudicious and indiscriminate praise; and every effort should be made to restrain the eccentricities of such a child and to mold it toward the normal, instead of fostering its peculiarities and taking pride in its abnormalities as parents are prone to do.

But in this we are getting to the limits of our present subject, and verging on the ground of the ensuing monograph, which will deal *in extenso* with the training of the sub-normal child.

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